Name: Rachel Fischhoff Grade: 5 Date: April 26, 2012

Achievement Texts, Disaster Texts: Templates in Narrative Nonfiction

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| Lesson Sources: Navigating Nonfiction, XI |
| Lesson Objectives: Students will hold on to the big picture of nonfiction texts by identifying two templates: achievement texts and disaster texts. |
| Standards: ?? |
| Multicultural Content: |
| Materials and Advanced Preparation: example texts do you have enough? |
| Prior Knowledge and Skills Needed: strategies? |
| Key/New Vocabulary:  Achievement text, disaster text |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, we’ve been thinking about how we can categorize nonfiction texts. We’ve thought about all about texts, and tests that tell a story. Today I want to think about other ways we can categorize nonfiction. * Sometimes, the main character overcomes all odds and obstacles and makes substantials achievements. We can cal these achievement texts. * In other cases, a character encounters a problem, makes a choices, one event leads to another, and things get worse and worse. In the end we can learn something from their story. These can be called disaster texts * Take a minute to think about some of the texts we’ve read—biographies, weather texts…can you think of examples that are achievement texts or disaster texts. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**  Read aloud examples of two achievement texts—King Tut—notice that the character is determined, that he’s experienced in this work, predict he will be successful.  In Can You Fly High, Wright Brothers—the brothers are described as serious, smart, and hardworking. I predict their achievement could be the result of these traits.  Chart—traits we see in achievement texts (biographies) | * Active listening |  |
|  | **3. Have-A-Go (optional)**  Partner work:  Hand out achievement texts and some disaster texts—if you and your partner think you are looking at an achievement text, are their other traits you can add to the chart?Do you have some good examples of texts? How about some of the biographies we’ve been reading?  If you are in a disaster story, what do you notice? What can we learn?  It shouldn’t take too long before you get a déjà vu feeling that signals you are reading a familiar kind of nonfiction. | How will students be actively involved?  By:   * Practicing the mini-lesson | * What can we add to the charts/to our thinking about these categories of texts? |
| **Anticipated Responses/Outcomes:**   * Disaster in particular may be difficult to ID | | | |
|  | **4. The Link**  Readers, you have worked with a number of strategies that help find the important information and hold on to the big picture. With all of these combined, you can read long and strong while holding onto the parts that matter most in your books. | **(Workshop Time)**   * Using the strategies we’ve been practicing to prepare their minds to read.   What specific strategies are you hoping they will pull up? How can you build more accountability into this lesson? | * Conferring |
|  | **5. Closing (at the share)**  What strategies did readers use to prepare their minds for reading today?  What kinds of categories did they encounter? | * Students choose to share | * Facilitate share |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Rachel, this feels like a good outline, and I’d like you to go back through it and really be intentional about the texts you will use and the tasks you are asking the kids to perform. Revisit your plan with the goal of tightening it up to make sure it is well paced and the students have enough time to work through a selection of texts.